

NORTH CAROLINA

SCHOOL SPEECH-LANGUAGE PATHOLOGIST

EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction



Research & Evaluation ASSOCIATES

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Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. This mission requires a new vision of school leadership and a new set of skills that speech-language pathologists must use daily in order to help their students learn 21st Century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

Speech-language pathologists create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the 21st Century. Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational and personal goals.

North Carolina Professional Speech-Language Pathology Standards

The North Carolina Professional Speech-Language Pathology Standards are the basis for speech-language pathologist preparation, evaluation, and professional development. Colleges and universities are changing their programs to align with these standards; a new speech-language pathologist evaluation instrument has been created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for 21st Century teaching and learning.

Vision for School Speech-Language Pathologists

The demands of 21st Century education dictate new roles for School Speech-Language Pathologists, who create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the 21st Century. Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational and personal goals.

According to the North Carolina Professional Speech-Language Pathology Standards Review Committee (Please see Appendix A.), the demands of 21st Century education dictate new roles for school speech-language pathologists. In order to deliver a comprehensive school speech-language pathology program the professional speech-language pathologist should understand and be competent in the following areas:

- Human growth and development
- Speech and language milestones
- Collaboration with internal and external stakeholders
- Use of data and record keeping
- Legal and ethical guidelines
- Supervision of others as appropriate
- Consultation with parents, school and community personnel
- Implementation of intervention strategies for identified and non-identified students
- Promotion of effective interpersonal relations with students
- Provision of services through a variety of service delivery models in many environments
- Coordination of speech-language services with services provided by other school personnel
- Involving parents, speech-language pathologists and others to meet the communication needs of students
- Making appropriate referrals to non-school agencies
- Understanding recommendations of audiological/medical professionals and related service professionals
- Application of a workload model to their school setting
- Formal and informal assessment of communication and academic achievement
- Analysis and interpretation of information regarding need for speech-language services
- Knowledge and understanding of the North Carolina Essential Standards
- Employment of evidence-based methods and techniques
- Engagement in continuing education
- Analysis of the impact of the speech-language program on student learning

Intended Purpose of the Standards

The North Carolina Standards for Speech-Language Pathology have been developed as a resource for speech-language pathologists to enhance their knowledge and skills. Therefore, it is incumbent upon the speech-language pathologist to provide services as part of a comprehensive multidisciplinary team with complementary knowledge, skills, and experiences.

The speech-language pathology standards will,

- Guide professional development as speech-language pathologists move forward in the 21st Century;
- Provide the focus for schools and districts as they support, monitor and evaluate their speech-language pathologists; and
- Assist higher education programs in developing the content and requirements of school speech-language pathology education curricula.

Organization of the Standards

Standard: The Standard is the broad category of the Speech-Language Pathologist's knowledge and skills.

Summary: The summary provides explicit descriptions of the Standard's content.

Practices: The practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

Artifacts: The artifacts are the examples of standard practices the speech-pathologist might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ speech-language pathologists. In developing these standards, the following resources were consulted:

- North Carolina State Board of Education Mission and Goals
- North Carolina State Board of Education Policies QP-C-003 and QP-C-006
- North Carolina General Statutes 115C-333 and 115C-335
- North Carolina Speech-Language Pathologist job description
- The American Speech-Language-Hearing Association's Guidelines for the Roles and Responsibilities of the School Based Speech-Language Pathologist, and Self-Reflection Professional Performance Review Instrument for the School-Based Speech-Language Pathologist
- North Carolina Department of Public Instruction's Standards for Graduate Training Programs in Speech-Language Pathology

Included are the major functions of the speech-language pathologist employed in educational environments in North Carolina. Each function is followed by related evidences. As each work situation is different, it is not likely that all of the evidences will be demonstrated by all speech-language pathologists.

Standard 1: School-speech language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices.

a. School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children speech-language pathologists on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with speech-language pathologists and other professionals.

- Attend meetings, such as faculty meetings, special education meetings and parent-speech-language pathologist conferences.
- Serve on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.
- Conduct themselves in a professional manner in every aspect of their responsibilities.
- Model clear speech including use of appropriate grammar, syntax and enunciation.

b. School Speech-Language Pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs.

School Speech-Language Pathologists present information to school personnel to inform them of the Speech-Language Pathologist's role in literacy, receptive and expressive communication disorders, and speech disorders and these disorders' impact on learning. They provide information to parents and speech-language pathologists on the topics of speech, language and hearing development and provide these individuals with information on current procedures and program guidelines. They speak to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.

- Present information to school personnel about language disorders as they relate to literacy and interactive communication skills.
- Present information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning.
- Provide information to parents and speech-language pathologists about speech, language and hearing development
- Provide information to school personnel, parents and non-school agencies about current procedures and program guidelines.
- Speak to community organizations and allied professionals, conducts workshops and provides public information when appropriate.

c. School Speech-Language Pathologists maintain records of the speech-language program and prepare periodic reports as required.

School Speech-Language Pathologists collect and maintain data to inform program decisions for students. They also submit required reports, maintain files, implement safeguards to ensure confidentiality of student records and complete documentation for third party reimbursement in an accurate and timely manner.

- Keep data for program planning and decision making for students.
- Submit reports which meet local and state requirements.
- Maintain current files for use by authorized school personnel.
- Safeguard confidentiality of student records.
- Complete records for third party reimbursement accurately and in a timely manner as appropriate.

d. School Speech-Language Pathologists adhere to established rules, regulations, laws, and appropriate ethical standards.

School Speech-Language Pathologists provide services holding the best interest of the student paramount and guard against conflicts of interest. They are knowledgeable of local procedures state and federal law and comply with established lines of authority within parameters of professional standards.

- Provide services which hold the well-being of each student paramount.
- Guard against conflicts of professional interest.
- Demonstrate knowledge of federal, state and local rules, regulations and laws.
- Comply with established lines of authority within the parameters of professional standards.

e. School Speech-Language Pathologists supervise graduate interns, paraprofessionals, volunteers, and other professionals (as appropriate).

School Speech-Language Pathologists evaluate the effectiveness of personnel assigned to them and maintain records on personnel they supervise. They cooperate with college/ university training programs and sponsor professionals during the Clinical Fellowship Year.

- Evaluate effectiveness of personnel assigned to the Speech-Language Pathologist.
- Maintain records regarding personnel supervised.
- Cooperate with college/university training programs.
- Sponsor professionals during Clinical Fellowship Year.

Standard 2: School Speech-Language Pathologists promote a respectful environment for a diverse population of students.

a. Speech-Language Pathologists provide consultation to parents, speech-language pathologist and other appropriate school personnel.

Speech-Language Pathologists consult with parents and teachers relative to identified and non-identified students. They also consult with other school and community professionals to improve services to identified and non-identified students.

- Consult with parents and teachers relative to identified and non-identified students.
- Consult with other personnel such as the principal, nurse, occupational therapist, physical therapist, psychologist, director of exceptional children, social worker, home-school coordinator, guidance counselor, other speech-language pathologists, and special educators.

b. Speech-Language Pathologists adjust intervention strategies based upon student performance.

Speech-Language Pathologists use systematic procedures for review of student progress and modify activities as appropriate.

- Use systematic procedures for review of student progress.
- Change activities on basis of student progress.

c. Speech-Language Pathologists promote effective interpersonal relations with students.

Speech-Language Pathologists use language appropriate for the listener. They maintain confidentiality of information, respect cultural differences and encourage others to understand and respect individuals with disabilities.

- Use language appropriate for the listener.
- Maintain confidentiality of information received.
- Promote respect for cultural differences.
- Encourage others to understand and respect those with disabilities.

Standard 3: School Speech-Language Pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development.

a. Speech-Language Pathologists collaborate/consult with classroom speech-language pathologists in the management of speech-language disorders.

Speech-Language Pathologists regularly consult and collaborate with speech-language pathologists to manage speech and language disorders as they are manifest in class room performance.

b. School Speech-Language Pathologists coordinate speech-language services with student services provided by other school personnel.

School Speech-Language Pathologists collaborate with other school personnel including speech-language pathologists, psychologists and administrators to best meet the needs of all students. They collaborate with other service delivery providers to implement individualized education programs.

- Collaborate with school personnel, such as speech-language pathologists and psychologists, to best meet the needs of all students.
- Meet with related school personnel to coordinate specific objectives for individualized educational programs.

c. Speech-Language Pathologists seek the assistance of speech-language pathologists, parents and others to meet the communication needs of students.

Speech-Language Pathologists provide written information to speech-language pathologists, parents and others on techniques to foster speech-language growth and talk to speech-language pathologists informally concerning progress of students.

- Give written information to speech-language pathologists, parents and others on ways to foster speech-language growth.
- Talk with speech-language pathologists formally and informally about individual students' needs and progress.

d. Speech-Language Pathologists consult/communicate with non-school agencies to enhance services.

Speech-Language Pathologists request specific information on individuals enrolled in services from a variety of outside agencies as appropriate with a signed release of information. They gather general information about services offered in non-school agencies and coordinate students' therapeutic service with those in non-school agencies by phone, written communication and/or formal meetings.

- Request specific information on individual student's receiving services from non-school agencies (e.g., clinics, hospitals, physicians, health departments, day care centers, etc.) with signed release of information.
- Gather general information about services offered by non-school agencies.
- Coordinates students' therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings.

e. Speech-Language Pathologists make recommendations and referrals for audiological/medical and related services.

Speech-Language Pathologists determine the need for referrals and collaborate and consult with audiologists regarding hearing services. They perform hearing screenings under the direction of an audiologist in a timely manner and collaborate with other allied health professionals regarding hearing issues as appropriate.

- Determine needs for referrals.
- Collaborate and consult with audiologists regarding hearing services.
- Perform hearing screenings in a timely manner using proper procedures and instrumentation.
- Collaborate appropriately with other allied health professionals (physicians, therapists, etc.).

f. School Speech-Language Pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.

- Apply a systematic workload model to facilitate the organization of the speech-language program within the school.
- Schedule interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.

Standard 4: School Speech-Language Pathologists promote learning for all students.

- a. School Speech-Language Pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.**

School Speech-Language Pathologists serve on student intervention teams as appropriate and work with other professionals to carry out screenings use appropriate instruments and procedures. School Speech-Language Pathologists observe students in educational settings, select and administer appropriate standard and non-standard instruments using acceptable procedures. School Speech-Language Pathologists obtain pertinent case history and additional forms of data from parents and professionals.

- Serve on student intervention team/IEP Team as appropriate.
- Work with other professionals to carry out the screening process.
- Use appropriate screening instruments.
- Observe students in educational environments.
- Select appropriate assessments based on individual student needs.
- Administer tests according to acceptable procedures.
- Obtain pertinent case history.
- Obtain data from other professionals and parents.

b. School Speech-Language Pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.

School Speech-Language Pathologists integrate data from a variety of assessment techniques and sources to determine the extent that an impairment negatively impacts a student's access to the general curriculum. They prepare and explain data for presentation to IEP Teams and prepare an evaluation summary.

- Integrate data from a variety of assessment techniques and sources.
- Determine the effect of the student's impairment in regard to accessing the general curriculum.
- Present and explain data to IEP Teams.
- Prepare evaluation summaries.

c. School Speech-Language Pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including the Extended Content Standards, in management of communicative disorders.

School Speech-Language Pathologists have knowledge of the North Carolina Standard Course of Study and how communication disorders affect students' progress toward acquisition of those goals. This includes the Extended Content Standards, which are designed to provide general curriculum access for students with the most significant cognitive disabilities.

- Demonstrate knowledge of the North Carolina Standard Course of Study.
- Demonstrate knowledge of how communication disorders affect progress in the North Carolina Standard Course of Study.
- Demonstrate knowledge of the Extended Content Standards.

d. School Speech-Language Pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.

School Speech-Language Pathologists carefully consider least restrictive environment in planning service delivery models that meet the needs of students. They plan interventions that are based on evidence gained through research. They modify therapeutic instruction from data gathered during therapy and provide activities that are appropriate for the student's age, grade and cognitive level as well as interests and aptitudes.

- Implement the service delivery model most appropriate to the students' degree of severity.
- Provide activities commensurate with students' interests and aptitudes.
- Modify therapeutic instructional approaches and other functions from data gathered during therapy.
- Select/implement evidence-based practices which support the goals and objectives of the speech, language and hearing program.

e. School Speech-Language Pathologists use evidence-based methods and techniques appropriate to stated objectives.

School Speech-Language Pathologists design select or modify curricula using a variety of equipment, materials, devices or aids. They systematically implement evidence based interventions to foster communicative competence and provide feedback and reinforcement to students.

- Design, select, and/or modifies special curricula/therapy content.
- Use a variety of equipment, materials, devices and aids.
- Use systematic and evidence-based intervention strategies to foster communicative competence.
- Provide feedback and reinforcement to students.

Standard 5: School Speech-Language Pathologists reflect on their practice.

a. School Speech-Language Pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.

School Speech-Language Pathologists participate in meetings, symposia and workshops that directly relate to the profession. They review literature and make use of current information during diagnostic and therapy activities. They apply knowledge gained from continuing education activities and explore and disseminate information about new or improved methods for serving students.

- Participate in professional meetings, symposia, and workshops directly related to the speech-language-hearing profession.
- Review speech, language, and hearing literature and makes use of new information during therapy and instructional procedures.
- Apply knowledge gained from continuing education activities.
- Explore and disseminate information about new and/or improved methods for serving students.

b. School Speech-Language Pathologists analyze the impact of comprehensive speech-language services on student learning.

School Speech-Language Pathologists think systemically and critically about the impact of comprehensive speech-language services on student success. School Speech-Language Pathologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school Speech-Language Pathologists adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

- Think systemically and critically about the impact of comprehensive speech-language services on student success.
- Collect and analyze student data to plan and evaluate the effectiveness of service delivery.
- Based on current and relevant research findings and data, school Speech-Language Pathologists adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st Century student success in the new global economy.

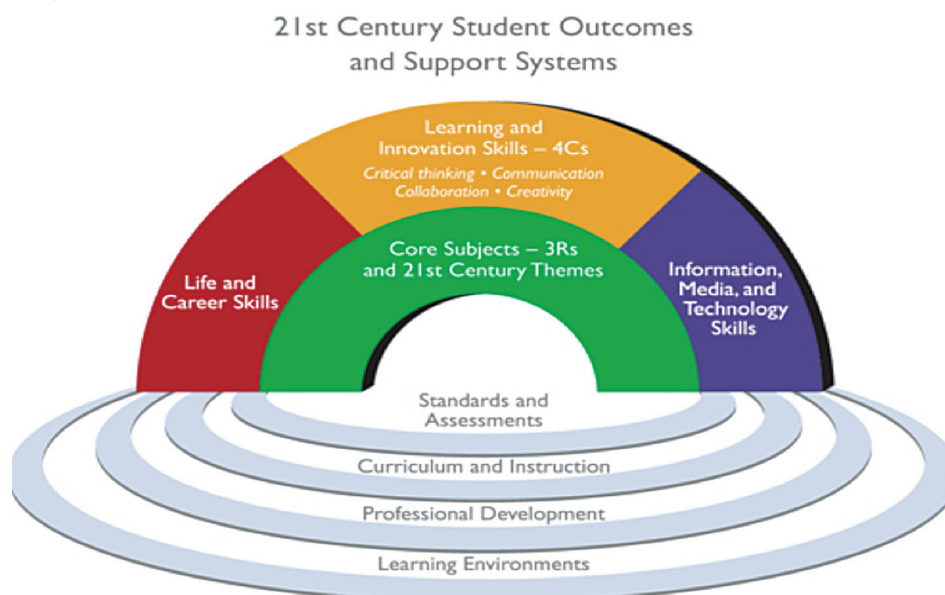


Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as “21st Century student outcomes” (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century.

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st Century themes is essential for students in the 21st Century. Core subjects include English, reading in or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe school must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving 21st Century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 21st Century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st Century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st Century, citizens and works must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Creativity and Innovation
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st Century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st Century. The Partnership has identified five critical support systems that ensure student mastery of 21st Century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's Web site at www.21stcenturyskills.org.
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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st Century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional Speech-Language Pathology standards.

Global Awareness

- Using 21st Century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st Century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and managing workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

Speech-Language Pathologist Evaluation Process

The evaluation instrument used for evaluating speech-language pathologists is based on the Framework for 21st Century Learning and the North Carolina Professional Speech-Language Pathology Standards. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Speech-Language Pathologist Evaluation Process is to assess the speech-language pathologist's performance in relation to the North Carolina Professional Speech-Language Pathology Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the speech-language pathologist will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). Figure 2 illustrates the components of the evaluation process.

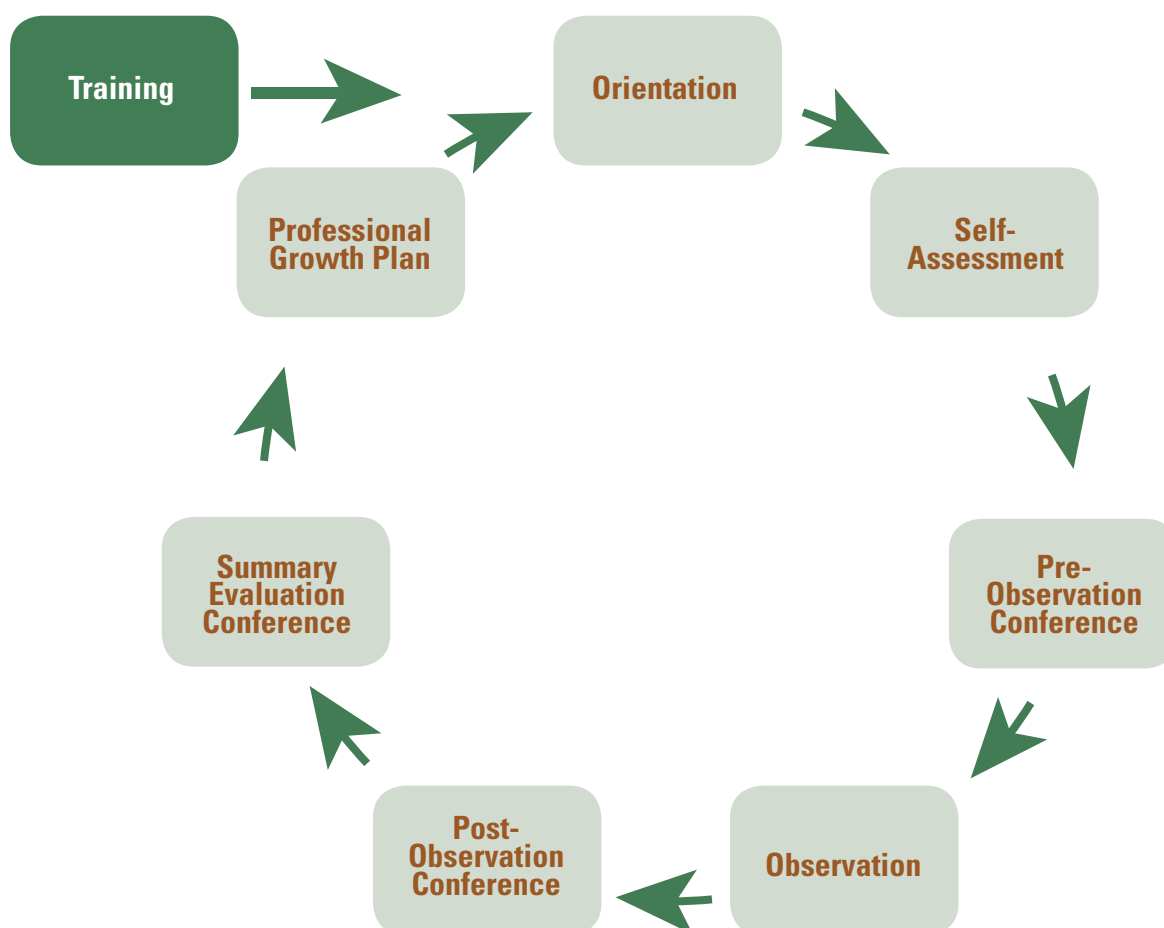


Figure 2: Speech-Language Pathologist Annual Evaluation Process

The Purposes of the Evaluation

The speech-language pathologist performance evaluation process will:

- Serve as a measurement of performance for individual speech-language pathologists;
- Serve as a guide for speech-language pathologists as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their speech-language pathologists;
- Guide professional development programs for speech-language pathologists;
- Serve as a tool in developing coaching and mentoring programs for speech-language pathologists;
- Inform higher education institutions as they develop the content and requirements for speech-language pathologist training programs.

Evaluation Process

In July 2012 the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina Speech-Language Pathologists and the Speech-Language Pathologist Evaluation Process. Responsibilities for Speech-Language Pathologists and their evaluators, as they complete the evaluation process, are as follows:

Speech-Language Pathologist Responsibilities:

- Know and understand the North Carolina Professional Speech-Language Pathology Standards.
- Understand the North Carolina Speech-Language Pathologist Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional Speech-Language Pathology Standards.
- Supervise the Speech-Language Pathologist Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the speech-language pathologist's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Speech-Language Pathologist Summary Evaluation Report contain accurate information and accurately reflect the speech-language pathologist's performance.
- Develop and supervise implementation of action plans as appropriate.

The North Carolina Speech-Language Pathologist Evaluation Process includes the following components:

Component 1: Training

Before participating in the evaluation process, all speech-language pathologists, principals, and peer evaluators should be trained by their district, through self-study, or by other experienced trainers on the evaluation process. After the initial training, additional changes will be discussed during the annual orientation that takes place within the first two weeks of school.

Component 2: Orientation

Within two weeks of a speech-language pathologist's first day of work in any school year, the principal will provide the speech-language pathologist with a copy of, or directions for, obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Speech-Language Pathologists;
- B. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina Speech-Language Pathologists, the speech-language pathologist shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the speech-language pathologist to discuss the speech-language pathologist's self-assessment based on the Rubric for Evaluating North Carolina Speech-Language Pathologists, the speech-language pathologist's most recent professional growth plan, and the lesson(s) to be observed. The speech-language pathologist will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

Speech-language pathologists shall be evaluated annually. During the evaluation, the evaluator shall conduct at least one observation of a therapy session. This formal observation should last at least forty-five (45) minutes or the entire session.

During observations, the principal shall note the speech-language pathologist's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Speech-Language Pathologists.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten (10) school days after each formal observation. During the post-observation conference, the principal and speech-language pathologist shall discuss and document on the Rubric the strengths and weaknesses of the speech-language pathologist's performance during the observed session.

Component 7: Summary Evaluation Conference and Scoring the Speech-Language Pathologist Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the speech-language pathologist. During the summary evaluation conference, the principal and speech-language pathologist shall discuss the Principal's assessment of the speech-language pathologist's performance over the course of the school year, the speech-language pathologist's self-assessment, the most recent Professional Growth Plan, the components of the North Carolina Speech-Language Pathologist Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process, and other evidence of the speech-language pathologist's performance.

At the conclusion of the evaluation process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Provide a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard;
- D. Provide the speech-language pathologist with the opportunity to add comments to the Speech-Language Pathologist Summary Rating Form;
- E. Review the completed Speech-Language Pathologist Summary Rating Form with the speech-language pathologist; and
- F. Secure the speech-language pathologist's signature on the Record of Speech-Language Pathologist Evaluation Activities and Speech-Language Pathologist Summary Rating Form.

Component 8: Professional Growth Plans

Speech-language pathologists shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements which need to improve, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The Professional Growth Plan should be discussed with and approved by the principal as the final step in the evaluation process.

Scoring the Rubric

The speech-language pathologist and evaluator should independently score each element within a standard to determine the level of performance for that element. For example, “Standard I: Speech-language pathologists demonstrate leadership” has five elements:

- a. Speech-language pathologists work cooperatively with school personnel to accomplish goals and objectives of the local education agency;
- b. Speech-language pathologists provide appropriate information on an informal and formal basis regarding speech, language, and hearing programs;
- c. Speech-language pathologists maintain records of the speech-language program and prepared periodic reports as required;
- d. Speech-language pathologists adhere to established rules, regulations, laws, and appropriate ethical standards; and
- e. Speech-language pathologists supervise graduate interns, paraprofessionals, volunteers and other professionals, as appropriate.

The rater, whether the speech-language pathologist completing a self-assessment or the person responsible for evaluating the speech-language pathologist, will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the speech-language pathologist during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked. As illustrated in the example on page 30, the speech-language pathologist would be rated as “Developing” on element a, “Speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency” even though at least one descriptor for “Proficient,” “Accomplished,” and “Distinguished” was marked. This is because “Developing” is the lowest rating for which all descriptors were marked. Likewise, in the example of page 31, the speech-language pathologist also would be rated as “Proficient” on element b, “Speech-language pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs” and on each of the remaining elements. This is likely to result in an overall rating of “Proficient” for Standard I.

Observations of the speech-language pathologist’s performance should be conducted throughout the year. Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference. When a speech-language pathologist is rated as “Developing” or “Not Demonstrated,” the

principal or evaluator should strongly encourage the speech-language pathologist to develop a goal to address the area(s) where proficiency has not been reached.

Determining the speech-language pathologist's professional practices rating involves determining the ratings for individual elements and standards. The principal/assistant principal or evaluator should score each element within a standard to determine the level of performance for that element. For example, "Standard I, Speech-Language Pathologists demonstrate leadership, advocacy, collaboration, and ethical practices," has five elements:

- a. **School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.** School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children speech-language pathologists on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with speech-language pathologists and other professionals.
- b. **School Speech-Language Pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs.** School Speech-Language Pathologists present information to school personnel to inform them of the Speech-Language Pathologist's role in literacy, receptive and expressive communication disorders, and speech disorders and these disorders' impact on learning. They provide information to parents and speech-language pathologists on the topics of speech, language and hearing development and provide these individuals with information on current procedures and program guidelines. They speak to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.
- c. **School Speech-Language Pathologists maintain records of the speech-language program and prepare periodic reports as required.** School Speech-Language Pathologists collect and maintain data to inform program decisions for students. They also submit required reports, maintain files, implement safeguards to ensure confidentiality of student records and complete documentation for third party reimbursement in an accurate and timely manner.
- d. **School Speech-Language Pathologists adhere to established rules, regulations, laws, and appropriate ethical standards.** School Speech-Language Pathologists provide services holding the best interest of the student paramount and guard against conflicts of interest. They are knowledgeable of local procedures state and federal law and comply with established lines of authority within parameters of professional standards.

e. **School Speech-Language Pathologists supervise graduate interns, paraprofessionals, volunteers, and other professionals (as appropriate).**

School Speech-Language Pathologists evaluate the effectiveness of personnel assigned to them and maintain records on personnel they supervise. They cooperate with college/ university training programs and sponsor professionals during the Clinical Fellowship Year.

The rater, whether the principal/assistant principal or another evaluator, should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating. The rater should begin with the left-hand column of the rubric and mark every professional practice that describes the performance of the speech-language pathologist for the period for which he or she is being evaluated. The rating for each element is the highest rating for which all professional practices are marked and all professional below that level are marked. The speech-language pathologist would be rated as “Developing” on element a of Standard 1. Even though at least one professional practice under each rating level was marked, the “Developing” is the highest rating for which all professional practices were marked and all professional practices below that rating were marked.

If the rater arrives at the “Not Demonstrated” column without marking any professional practices as being observable during observations conducted throughout the year, the speech-language pathologist is rated “Not Demonstrated” on that element and the evaluator is required to comment on the status of the speech-language pathologist with respect to this element.

The rater may arrive at a “Distinguished” rating through the process described above as well as through the presentation of additional evidence that may be used at the discretion of the evaluator and speech-language pathologist to describe additional activities that may be deemed to describe distinguished performance. For example, in Standard 1 element a described in the exhibit below, a speech-language pathologist might be asked to serve on a national task force designed to study pressing issues facing the profession and to offer recommendations that will affect speech-language pathology programs across the nation. Such service, even though not explicitly described in the rubric, would most likely qualify be deemed evidence of “Distinguished” level work.

Scoring the Rubric

STANDARD 1: School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices.

a. School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children Speech-language pathologists on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with Speech-language pathologists and other professionals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ Attends meetings, such as faculty meetings, special education meetings, IEP meetings, parent-Speech-language pathologist conferences, and district speech-language pathologist meetings (if appropriate).</p>	<p>... and</p> <p>✓ Shares information, ideas, materials and resources with peers and others.</p> <p>□ Collaborates with colleagues to improve the quality of learning in the school.</p>	<p>... and</p> <p>□ Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.</p> <p>✓ Participates in implementing and/or the supporting school improvement plan.</p>	<p>... and</p> <p>✓ Accepts leadership positions in professional organizations and/or with state or local education agencies.</p>	

Example of How to Score the Rubric

STANDARD 1: School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices.

a. School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children Speech-language pathologists on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with Speech-language pathologists and other professionals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ Attends meetings, such as faculty meetings, special education meetings, IEP meetings, parent-Speech-language pathologist conferences, and district speech-language pathologist meetings (if appropriate).</p>	<p>... and</p> <p>✓ Shares information, ideas, materials and resources with peers and others.</p> <p>□ Collaborates with colleagues to improve the quality of learning in the school.</p>	<p>... and</p> <p>□ Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.</p> <p>✓ Participates in implementing and/or the supporting school improvement plan.</p>	<p>... and</p> <p>✓ Accepts leadership positions in professional organizations and/or with state or local education agencies.</p>	

b. School Speech-Language Pathologists provide appropriate information on an informal or formal basis regarding speech, language and hearing programs.

School Speech-Language Pathologists present information to school personnel to inform them of the Speech-Language Pathologist's role in literacy, receptive and expressive communication disorders, and speech disorders and these disorders' impact on learning. They provide information to parents and Speech-language pathologists on the topics of speech, language and hearing development and provide these individuals with information on current procedures and program guidelines. They speak to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines.</p>	<p>... and</p> <p>✓ Presents information to school personnel about language disorders as they relate to literacy, learning, and communication skills.</p> <p>✓ Provides information to parents and Speech-language pathologists about speech, language and hearing development.</p>	<p>... and</p> <p>☐ Contributes to the development of program guidelines and practices.</p> <p>✓ Provides the school staff members with information about how to apply current research findings for the benefit of students.</p>	<p>... and</p> <p>✓ Speaks to community organizations and allied professionals, conducts workshops, and provides public information.</p> <p>✓ Presents to regional and/or national audiences on effective therapeutic practices and procedures.</p>	

c. School Speech-Language Pathologists maintain records of the speech-language program and prepare periodic reports as required.

School Speech-Language Pathologists collect and maintain data to inform program decisions for students. They also submit required reports, maintain files, implement safeguards to ensure confidentiality of student records and complete documentation for third party reimbursement in an accurate and timely manner.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Completes procedural documentation appropriately. <input type="checkbox"/> Knows and follows the sequence of procedural compliance paperwork. <input checked="" type="checkbox"/> Keeps attendance records <input checked="" type="checkbox"/> Uses simple data collection systems. <input checked="" type="checkbox"/> Understands the importance of confidentiality and its legal implications.	<p>... and</p> <input checked="" type="checkbox"/> Maintains confidentiality of all records. <input checked="" type="checkbox"/> Submits required reports on time. <input checked="" type="checkbox"/> Keeps data for program planning and decision making for students. <input checked="" type="checkbox"/> Maintains current files for use by authorized school personnel. <input checked="" type="checkbox"/> Submits reports which meet local and state requirements. <input checked="" type="checkbox"/> Completes records for third party reimbursement accurately and in a timely manner as appropriate. <input checked="" type="checkbox"/> Maintains schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/ instructional services and other activities.	<p>... and</p> <input type="checkbox"/> Mentors colleagues in the use of student record keeping systems. <input checked="" type="checkbox"/> Uses simple data analysis procedures to enhance the use of student and program data. <input checked="" type="checkbox"/> Leads discussions of student data to inform program decisions. <input type="checkbox"/> Monitors changes in speech-language pathology programs to determine their efficacy on student learning and achievement.	<p>... and</p> <input type="checkbox"/> Contributes to the design of a record-keeping and evaluation reporting system corresponding to eligibility guidelines. <input checked="" type="checkbox"/> Implements a record-keeping template or system for collecting student data. <input type="checkbox"/> Shares results of monitoring with other professionals.	

d. School Speech-Language Pathologists adhere to established rules, regulations, laws and appropriate ethical standards. School Speech-Language Pathologists provide services holding the best interest of the student paramount and guard against conflicts of interest. They are knowledgeable of local procedures, state and federal law, and comply with established lines of authority within parameters of professional standards.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators, the Standards for Professional Conduct, the American Speech-Language Hearing Association Code of Ethics, and the North Carolina Board of Examiners in Speech-Language Pathology and Audiology Code of Ethics. ✓ Implements appropriate policies and practices affecting student learning. ✓ Complies with established district administrative hierarchy within the parameters of professional standards. ✓ Provides services which hold the well-being of each student paramount. ✓ Explains conflicts of professional interest. 	<ul style="list-style-type: none"> ✓ Upholds the Code of Ethics for North Carolina Educators, Standards for Professional Conduct, the American Speech-Language Hearing Association Code of Ethics and the North Carolina Board of Examiners in Speech-Language Pathology and Audiology Code of Ethics. ✓ Adheres to federal, state and local policies and procedures. ✓ Adheres to, communicates, and recommends actions that follow federal and state laws and regulations. ✓ Communicates as needed with colleagues regarding procedural and compliance issues. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional performance in litigious environments. ✓ Consults with colleagues regarding ethical and/or litigious situations. 	<ul style="list-style-type: none"> ✓ Creates and delivers in-service presentations/workshops regarding policies and procedures related to professional ethics. <input type="checkbox"/> Serves on state and local committees related to policies and practices to improve student learning. 	

e. School Speech-Language Pathologists supervise graduate interns, paraprofessionals, volunteers and other professionals (as applicable).

School Speech-Language Pathologists evaluate the effectiveness of personnel assigned to them and maintain records on personnel they supervise. They cooperate with college/ university training programs and sponsor professionals during the Clinical Fellowship Year.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Explores opportunities to supervise/ develop the skills of graduate interns, para-professionals, volunteers, and other professionals.	<p>... and</p> <ul style="list-style-type: none"> ✓ Cooperates with college/ university training programs. ✓ Evaluates effectiveness of graduate interns assigned to the Speech-Language Pathologist ✓ Maintains records regarding personnel supervised. ✓ Provides informal support to colleagues, paraprofessionals and volunteers. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Supervises and evaluates the effectiveness of graduate interns and new employees assigned to the Speech-Language Pathologist. 	<p>... and</p> <input type="checkbox"/> Mentors fellow speech-language pathologists on how to evaluate clinical fellows and speech-language pathologists who are new to the system to determine whether their performance is at an acceptable level.	

Examples of artifacts that may be used to support performance ratings:

- ☐ IEPs
- ☐ Plan of Care
- ☐ Relevant Data
- ☐ Service on Committees
- ☐ Records of Meeting Attendance
- ☐ Membership in Professional Organizations
- ☐ Formal and Informal Mentoring
- ☐ Schedule
- ☐ Communications with parents and the community
- ☐ Documentation of Presentations

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished.")

Comments of Person Being Evaluated (Optional)

Example of Marking the Summary Rating Form

Summary Rating Form for Speech-Language Pathologists	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
Standard 1: School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices.					
a. Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.		✓			
b. Provides appropriate information on an informal or formal basis regarding speech, language, and hearing programs.			✓		
c. Maintains records of the speech-language program and prepares periodic report as require.			✓		
d. Adheres to established rules, regulations, laws, and appropriate ethical standards.			✓		
e. Supervises graduate interns, paraprofessionals, volunteers and other professionals (as appropriate.)			✓		
Overall Rating for Standard 1					
Standard 2: School speech-language pathologists promote a respectful environment for a diverse population of students.					
a. Provides consultation to parents, Speech-language pathologists, and other appropriate school personnel.			✓		
b. Adjusts intervention strategies based upon student performance.				✓	
c. Promotes effective interpersonal relations with students.			✓		
Overall Rating for Standard 2					

Summary Rating Form for Speech-Language Pathologists	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
Standard 3: School speech-language pathologists understand and facilitate the implementation of comprehensive approach to speech-language development.					
a. Collaborates/consults with classroom Speech-language pathologists in the management of speech-language disorders.				✓	
b. Seeks the assistance of Speech-language pathologists, parents, and others to meet the communication needs of students.			✓		
c. Consults/communicates with non-school agencies to enhance services.			✓		
d. Makes recommendations and referrals for audiological/medical and related services.				✓	
e. Applies a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.				✓	
Overall Rating for Standard 3					
Standard 4: School speech-language pathologists promote learning for all students.					
a. Conducts speech, language, and hearing screening; administers formal and informal assessments; and obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.				✓	
b. Analyzes and interprets information to make recommendations regarding the need for speech-language services.			✓		
c. Demonstrates knowledge and understanding of the North Carolina Standard Course of Study, including the Extended Content Standards, in management of communicative disorders.			✓		
d. Plans and delivers evidence-based interventions appropriate for individual students and groups of student.				✓	
e. Uses evidence-based methods and techniques appropriate to stated objectives.				✓	
Overall Rating for Standard 4					

Summary Rating Form for Speech-Language Pathologists	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
Standard 5: School speech-language pathologists reflect on their practice.					
a. Engages in continuing education and professional growth activities related to speech-language-hearing and education.					✓
b. Analyzes the impact of comprehensive speech-language services on student learning.					✓
Overall Rating for Standard 5					

Glossary

For purposes of this evaluation process, the following terms are defined below:

1. **Action Plan**—A plan developed by a principal/supervisor with input from the speech-language pathologist for the purpose of articulating specific actions and outcomes needed in order to improve the speech-language pathologist's performance. Action plans are developed and administered under guidelines provided by each LEA.
2. **Artifact**—A product resulting from a speech-language pathologist's work. Artifacts are natural by-products of a speech-language pathologist's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and speech-language pathologist disagree on the final rating. Speech-language pathologists may use them as exemplars of their work. Examples of artifacts include these:
 - a. **Lesson Plans**—Speech-language pathologist's daily plans that demonstrate integration of 21st Century skills and coverage of North Carolina's Standard Course of Study.
 - b. **Professional Development**—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
 - c. **Student Achievement Data**—Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
 - d. **Student Dropout Data**—Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports).
 - e. **School Improvement Plan**—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Speech-language pathologists should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
 - f. **School Improvement Team**—A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, speech-language pathologist assistants, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.
3. **Code of Ethics for North Carolina Educators**—The standards of professional conduct required of educators. (see www.ncptsc.org). See Appendix A.
4. **Code of Professional Practice and Conduct for North Carolina Educators**—The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). See Appendix A.

5. **Data**—Factual information used as the basis for reasoning, discussion, or planning.
6. **Evaluator**—The person responsible for overseeing and completing the speech-language pathologist evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
7. **Evidence**—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
8. **Formal Evaluation Process**—The process of evaluating a speech-language pathologist using the following essential components:
 - a. **Training**— Before participating in the evaluation process, all speech-language pathologists, principals, and peer evaluators should be trained by their district, through self-study, or by other experienced trainers on the evaluation process.
 - b. **Orientation**—Within two weeks of a speech-language pathologist's first day of work in any school year, the principal will provide the speech-language pathologist with a copy of, or directions for, obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Speech-language pathologists, b) state board policy governing speech-language pathologist evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are added throughout the year.
 - c. **Speech-language Pathologist Self-Assessment** – Using the Rubric for Evaluating North Carolina Speech-Language Pathologists, the speech-language pathologist shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
 - d. **Pre-Observation Conference**—Before the first formal observation, the principal shall meet with the speech-language pathologist to discuss the speech-language pathologist's self-assessment based on the Rubric for Evaluating North Carolina Speech-Language Pathologists, the speech-language pathologist's most recent professional growth plan, and the lesson(s) to be observed. The speech-language pathologist will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

- e. **Observations:**
 - i. **Formal Observation**—A formal observation shall last 45 minutes or an entire therapy session.
 - ii. **Informal Observation**—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the speech-language pathologist’s therapy session for a minimum of 20 minutes in one sitting.
 - f. **Post-Observation Conference**—During the post-observation conference, the principal and speech-language pathologist shall discuss and document on the Rubric the strengths and weaknesses of the speech-language pathologist’s performance during the observed lesson.
 - g. **Summary Evaluation Conference and Summary Rating Form**—The conference between the principal and speech-language pathologist to discuss the speech-language pathologist’s self-assessment, the speech-language pathologist’s most recent Professional Development Plan, the components of the North Carolina Speech-Language Pathologist Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the speech-language pathologist’s performance on the Rubric. At the conclusion of the process, the principal shall complete the Speech-language pathologist Summary Rating Form.
 - h. **Professional Growth Plans** – Every speech-language pathologist will use a Professional Growth Plan to identify goals and strategies to improve performance.
9. **Performance Rating Scale**—The following rating scale will be used for determining the final evaluation rating for North Carolina school speech-language pathologists:
- a. **Developing:** Speech-language pathologist demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
 - b. **Proficient:** Speech-language pathologist demonstrated basic competence on standard(s) of performance.
 - c. **Accomplished:** Speech-language pathologist exceeded basic competence on standard(s) of performance most of the time.
 - d. **Distinguished:** Speech-language pathologist consistently and significantly exceeded basic competence on standard(s) of performance.
 - e. **Not Demonstrated:** Speech-language pathologist did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)

10. **Probationary Speech-Language Pathologists** – Speech-language pathologists who have not yet been granted Career Status in their current North Carolina school district.
11. **Rubric for Evaluating North Carolina Speech-Language Pathologists** – A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional Speech-Language Pathology Standards:
 - a. **Performance Standard** – The distinct aspect of speech-language pathology or realm of activities which form the basis for the evaluation of a speech-language pathologist.
 - b. **Performance Elements** – The subcategories of performance embedded within the performance standard.
 - c. **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance standard.
12. **School Executives** – Principals and assistant principals licensed to work in North Carolina.
13. **Self-assessment** – Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
14. **Speech-language pathologist** – A person who holds a valid North Carolina speech-language pathology certificate and is employed to instruct, direct or supervise the instructional program.
15. **Training** – State-approved and sponsored training on the speech-language pathologist rubric and evaluation process required of all speech-language pathologists and individuals responsible for their evaluation.

Appendix A

North Carolina Professional Speech-Language Pathology Standards Review Committee Members

Dr. Susan Battigelli, Winston Salem/Forsyth County Schools
Barbara Bost, Cabarrus County Schools
Dr. Ann Brady, Rockingham County Schools
Donna Brown, Appalachian State University
Beth Burnes, Chapel Hill/Carrboro
Renee Chapman, Gaston County Schools
Chris Cicotello, Asheville City Schools
Rob Dellinger, Wake County Schools
Dr. Ruby Drew, Western Carolina University
Perry Flynn, NC Department of Public Instruction
Carolyn Fowler, Lee County Schools
Dr. Wayne Foster, Alamance Burlington (currently in Forsyth County)
Anita Gordon, Harnett County Schools
Georgie Gracy, Wake County Schools
Deena Haley, Cabarrus County Schools
Tomma Hargraves, Wake County Schools
Beth Helig, Gaston County Schools
Jenaye Houghton, Jackson County Schools
Marilyn Johnson, Cumberland County
Brandy Joyner, Cherokee County Schools
Beverly Knight, Wake County Schools
Debbie Lassater, Rockingham County Schools
Dr. Tom Layton, North Carolina Central University
Melanie Mayer, New Hanover County
David Mills, NC Department of Public Instruction
Stephanie Nance, Alamance County Schools
Nancy Partin, Wayne County Schools
Nell Rose, Rockingham County Schools
Amy Sherman, Onslow County Schools
Betsy Shoaf, Davidson County Schools
Barbara Slingerland, Charlotte-Mecklenburg County Schools
Gina Smith, Charlotte-Mecklenburg County Schools
Brenda Taylor, Buncombe County Schools
Linda Tufts, Moore County Schools
Beth Ussery, Rockingham County Schools
Dr. Marianna Walker, East Carolina University
Dr. Linda Watson, UNC/Chapel Hill
Tom Winton, EC Division, North Carolina Department of Public Instruction
Leigh Wright, Guilford County Schools

Appendix B

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

Code of Ethics of the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists

American Speech-Language and Hearing Association Code of Ethics

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

- A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - a. Statement of professional qualifications;
 - b. Application or recommendation for professional employment, promotion, or licensure;
 - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - d. Representation of completion of college or staff development credit;
 - e. Evaluation or grading of students or personnel;
 - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

- a. Any use of language that is considered profane, vulgar, or demeaning;
 - b. Any sexual act;
 - c. Any solicitation of a sexual act, whether written, verbal, or physical;
 - d. Any act of child abuse, as defined by law;
 - e. Any act of sexual harassment, as defined by law; and
 - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term “romantic relationship” shall include dating any student.
6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. Alcohol or controlled substance abuse. The educator shall not:
 - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of
 - d. administering legally prescribed medications.
 - e. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague’s funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;

Eff. May 1, 1998.

North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists

Article 22.

Licensure Act for Speech and Language Pathologists and Audiologists.

SECTION .0300 - CODE OF ETHICS

21 NCAC 64 .0301 PREAMBLE

The fundamental rules of ethical conduct are described in two categories:

- (1) Principles of Ethics. Five principles serve as a basis for the ethical evaluation of professional conduct and form the underlying moral basis for the Code of Ethics. Licensees subscribing to this Code shall observe these principles as affirmative obligations under all conditions of professional activity.
- (2) Ethical Proscriptions. Ethical proscriptions are formal statements of prohibitions that are derived from the Principles of Ethics.

History Note: Authority G.S. 90-304(a)(3); Eff. February 9, 1976;

Amended Eff. November 1, 1989.

21 NCAC 64 .0302 PRINCIPLE OF ETHICS I

- (a) Licensees shall hold paramount the welfare of persons served professionally.
 - (1) Licensees shall use every resource available, including referral to other specialists as needed, to provide the best service possible.
 - (2) Licensees shall fully inform persons served of the nature and possible effects of the services.
 - (3) Licensees shall fully inform subjects participating in research or teaching activities of the nature and possible effects of these activities.
 - (4) Licensees shall provide appropriate access to records of persons served professionally.
 - (5) Licensees shall take all reasonable precautions to avoid injuring persons in the delivery of professional services.
 - (6) Licensees shall evaluate services rendered to determine effectiveness.
- (b) Ethical Proscriptions.

- (1) Licensees must not exploit persons in the delivery of professional services, including accepting persons for treatment when benefit cannot reasonably be expected or continuing treatment unnecessarily.
- (2) Licensees must not guarantee the results of any therapeutic procedures, directly or by implication. A reasonable statement of prognosis may be made, but caution must be exercised not to mislead persons served professionally to expect results that cannot be predicted from sound evidence.
- (3) Licensees must not use persons for teaching or research in a manner that constitutes invasion of privacy or fails to afford informed free choice to participate.
- (4) Licensees must not evaluate or treat speech, language or hearing disorders except in a professional relationship, including at least examination of the person. They must not evaluate or treat solely by correspondence. This does not preclude follow-up correspondence with persons previously seen, nor providing them with general information of an educational nature.
- (5) Licensees must not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law or unless necessary to protect the welfare of the person or the community.
- (6) Licensees must not discriminate in the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for and potential benefit from such services, such as race, sex or religion.

History Note: Authority G.S. 90-304(a)(3); Eff. February 9, 1976;

Amended Eff. November 1, 1989.

21 NCAC 64 .0303 PRINCIPLE OF ETHICS II

The licensee must guard against conflicts of professional interest.

- (1) He must not accept compensation in any form from a manufacturer or a dealer in prosthetic or other devices for recommending any particular product.
- (2) Public statements and announcements of services should serve to provide accurate and adequate information to the public about the profession and the services rendered by its practitioners. All licensees must observe this principle as an affirmative ethical obligation under all conditions of professional practice. The announcement may include:

identification by name, appropriate professional title and qualifications, services offered, fees,

location, hours and telephone number.

- (3) He must not engage in commercial activities that conflict with his responsibilities to the persons he serves professionally or to his colleagues. Individual licensees, and their employers, if any, who elect to provide products are expected to follow these principles:
 - (a) Products associated with the licensee's professional practice must be provided to the person served as a part of the program of comprehensive habilitative care.
 - (b) The amount of fees charged for professional services should be independent of whether a product is dispensed in order to insure objectivity in professional decisions.
 - (c) Other principles of ethical professional practice which must be adhered to in the providing of products include:
 - (i) providing for persons served a freedom of choice for the source of services and products,
 - (ii) providing to persons served a complete schedule of fees and charges in advance of rendering services,
 - (iii) evaluating the effectiveness of services rendered and products provided to the persons served, and
 - (iv) presenting to persons served a statement which clearly differentiates between fees-for-services rendered and costs of products provided.
- (4) Licensees shall maintain adequate records of professional services rendered.
 - (a) Licensees must neither provide services nor supervision of services for which they have not been properly prepared, nor permit services to be provided by any of their staff who are not properly prepared to perform such services.
 - (b) Licensees must not delegate any service requiring the professional competence of licensed individuals.
 - (c) Licensees must not require anyone under their supervision to engage in any practice that is a violation of this Code of Ethics or of the licensing act.

History Note: Authority G.S. 90-304(a)(3); Eff. February 9, 1976;

Amended Eff. November 1, 1989; March 10, 1977.

21 NCAC 64 .0304 PRINCIPLE OF ETHICS III

Licensees' statements to persons served professionally and to the public shall provide accurate information about the nature and management of communicative disorders, and about the profession and services rendered by its practitioners.

- (1) Licensees must not misrepresent their training or competence.
- (2) Licensees' public statements providing information about professional services and products must not contain representations or claims that are false, deceptive or misleading.
- (3) Licensees must not use professional or commercial affiliations in any way that would mislead or limit services to persons served professionally.

History Note: Authority G.S. 90-304(a)(3); Eff. February 9, 1976;

Amended Eff. November 1, 1989.

21 NCAC 64 .0305 PRINCIPLE OF ETHICS IV

- (a) Licensees shall maintain objectivity in all matters concerning the welfare of persons served professionally.
 - (1) Products associated with professional practice must be dispensed to the person served as a part of a program of comprehensive habilitative care.
 - (2) Fees established for professional services must be independent of whether a product is dispensed.
 - (3) Persons served must be provided freedom of choice for the source of services and products.
 - (4) Price information about professional services rendered and products dispensed must be disclosed by providing to or posting for persons served a complete schedule of fees and charges in advance of rendering services, which schedule differentiates between fees for professional services and charges for products dispensed.
 - (5) Products dispensed to the persons served must be evaluated to determine effectiveness for that person.
- (b) Ethical Proscriptions. Licensees must not participate in activities that constitute a conflict of professional interest.

History Note: Authority G.S. 90-304(a)(3); Eff. November 1, 1989.

21 NCAC 64 .0306 PRINCIPLE OF ETHICS V

- (a) Licensees shall report the violations of this Code of Ethics of which they have knowledge or information.
- (b) Licensees shall cooperate fully with Board inquiries into matters of professional conduct related to this Code of Ethics.

History Note: Authority G.S. 90-304(a)(3); Eff. November 1, 1989.

Downloaded April 12, 2012 from <http://www.ncboeslpa.org/Licensure%20Statute.pdf>



American Speech-Language and Hearing Association

Code of Ethics

Preamble	<p>The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.</p> <p>Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.</p> <p>Any violation of the spirit and purpose of this Code shall be considered unethical.</p> <p>Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.</p> <p>The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.</p> <p>Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.</p> <p>Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.</p>
Principle of Ethics I	<p>Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.</p>
Rules of Ethics	<ul style="list-style-type: none"> A. Individuals shall provide all services competently. B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided. C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/ gender expression, age, religion, national origin, sexual orientation, or disability. D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.

Rules of Ethics

- E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- K. Individuals shall not provide clinical services solely by correspondence.
- L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
- M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
- N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
- O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.
- Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II	Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
Rules of Ethics	<ul style="list-style-type: none"> A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence. B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience. C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance. D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience. E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.
Principle of Ethics III	Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.
Rules of Ethics	<ul style="list-style-type: none"> A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions. B. Individuals shall not participate in professional activities that constitute a conflict of interest. C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise. D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed. E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed. F. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities. G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV	Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.
Rules of Ethics	<ul style="list-style-type: none"> A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards. B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics. C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation. D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse. E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally. F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power. G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent. H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary. I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations. J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription. K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability. L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation. M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics. N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Appendix C- Forms

Rubric for Evaluating North Carolina's Speech-Language Pathologists

Speech-Language Pathologist Summary Rating Form

Summary Rating Sheet

Professional Growth Plan

Professional Growth Plan- Mid-Year Review

Professional Growth Plan – End of Year Review

Record of Speech-Language Pathologist Evaluation Activities

Rubric for Evaluating North Carolina's Speech-Language Pathologists

STANDARD 1: School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices. School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

a. School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children Speech-language pathologists on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with Speech-language pathologists and other professionals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Attends meetings, such as faculty meetings, special education meetings, IEP meetings, parent-Speech-language pathologist conferences, and district speech-language pathologist meetings (if appropriate).	<p>... and</p> <input type="checkbox"/> Shares information, ideas, materials and resources with peers and others.	<p>... and</p> <input type="checkbox"/> Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.	<p>... and</p> <input type="checkbox"/> Accepts leadership positions in professional organizations and/or with state or local education agencies.	
	<input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.	<input type="checkbox"/> Participates in implementing and/or the supporting school improvement plan.		

b. School Speech-Language Pathologists provide appropriate information on an informal or formal basis regarding speech, language and hearing programs.

School Speech-Language Pathologists present information to school personnel to inform them of the Speech-Language Pathologist's role in literacy, receptive and expressive communication disorders, and speech disorders and these disorders' impact on learning. They provide information to parents and Speech-language pathologists on the topics of speech, language and hearing development and provide these individuals with information on current procedures and program guidelines. They speak to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines.	<p>... and</p> <input type="checkbox"/> Presents information to school personnel about language disorders as they relate to literacy, learning, and communication skills.	<p>... and</p> <input type="checkbox"/> Contributes to the development of program guidelines and practices.	<p>... and</p> <input type="checkbox"/> Speaks to community organizations and allied professionals, conducts workshops, and provides public information.	
	<input type="checkbox"/> Provides information to parents and Speech-language pathologists about speech, language and hearing development.	<input type="checkbox"/> Provides the school staff members with information about how to apply current research findings for the benefit of students.	<input type="checkbox"/> Presents to regional and/or national audiences on effective therapeutic practices and procedures.	

c. School Speech-Language Pathologists maintain records of the speech-language program and prepare periodic reports as required.

School Speech-Language Pathologists collect and maintain data to inform program decisions for students. They also submit required reports, maintain files, implement safeguards to ensure confidentiality of student records and complete documentation for third party reimbursement in an accurate and timely manner.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Completes procedural documentation appropriately. <input type="checkbox"/> Knows and follows the sequence of procedural compliance paperwork. <input type="checkbox"/> Keeps attendance records <input type="checkbox"/> Uses simple data collection systems. <input type="checkbox"/> Understands the importance of confidentiality and its legal implications.	<p>... and</p> <input type="checkbox"/> Maintains confidentiality of all records. <input type="checkbox"/> Submits required reports on time. <input type="checkbox"/> Keeps data for program planning and decision making for students. <input type="checkbox"/> Maintains current files for use by authorized school personnel. <input type="checkbox"/> Submits reports which meet local and state requirements. <input type="checkbox"/> Completes records for third party reimbursement accurately and in a timely manner as appropriate. <input type="checkbox"/> Maintains schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/ instructional services and other activities.	<p>... and</p> <input type="checkbox"/> Mentors colleagues in the use of student record keeping systems. <input type="checkbox"/> Uses simple data analysis procedures to enhance the use of student and program data. <input type="checkbox"/> Leads discussions of student data to inform program decisions. <input type="checkbox"/> Monitors changes in speech-language pathology programs to determine their efficacy on student learning and achievement.	<p>... and</p> <input type="checkbox"/> Contributes to the design of a record-keeping and evaluation reporting system corresponding to eligibility guidelines. <input type="checkbox"/> Implements a record-keeping template or system for collecting student data. <input type="checkbox"/> Shares results of monitoring with other professionals.	

d. School Speech-Language Pathologists adhere to established rules, regulations, laws and appropriate ethical standards. School Speech-Language Pathologists provide services holding the best interest of the student paramount and guard against conflicts of interest. They are knowledgeable of local procedures, state and federal law, and comply with established lines of authority within parameters of professional standards.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators, the Standards for Professional Conduct, the American Speech-Language Hearing Association Code of Ethics, and the North Carolina Board of Examiners in Speech-Language Pathology and Audiology Code of Ethics. <input type="checkbox"/> Implements appropriate policies and practices affecting student learning. <input type="checkbox"/> Complies with established district administrative hierarchy within the parameters of professional standards. <input type="checkbox"/> Provides services which hold the well-being of each student paramount. <input type="checkbox"/> Explains conflicts of professional interest.	<p>... and</p> <input type="checkbox"/> Upholds the Code of Ethics for North Carolina Educators, Standards for Professional Conduct, the American Speech-Language Hearing Association Code of Ethics and the North Carolina Board of Examiners in Speech-Language Pathology and Audiology Code of Ethics. <input type="checkbox"/> Adheres to federal, state and local policies and procedures. <input type="checkbox"/> Adheres to, communicates, and recommends actions that follow federal and state laws and regulations. <input type="checkbox"/> Communicates as needed with colleagues regarding procedural and compliance issues.	<p>... and</p> <input type="checkbox"/> Demonstrates professional performance in litigious environments. <input type="checkbox"/> Consults with colleagues regarding ethical and/or litigious situations.	<p>... and</p> <input type="checkbox"/> Creates and delivers in-service presentations/workshops regarding policies and procedures related to professional ethics. <input type="checkbox"/> Serves on state and local committees related to policies and practices to improve student learning.	

e. School Speech-Language Pathologists supervise graduate interns, paraprofessionals, volunteers and other professionals (as applicable).

School Speech-Language Pathologists evaluate the effectiveness of personnel assigned to them and maintain records on personnel they supervise. They cooperate with college/ university training programs and sponsor professionals during the Clinical Fellowship Year.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Explores opportunities to supervise/ develop the skills of graduate interns, para-professionals, volunteers, and other professionals.	... and <input type="checkbox"/> Cooperates with college/ university training programs. <input type="checkbox"/> Evaluates effectiveness of graduate interns assigned to the Speech-Language Pathologist <input type="checkbox"/> Maintains records regarding personnel supervised. <input type="checkbox"/> Provides informal support to colleagues, paraprofessionals and volunteers.	... and <input type="checkbox"/> Supervises and evaluates the effectiveness of graduate interns and new employees assigned to the Speech-Language Pathologist.	... and <input type="checkbox"/> Mentors fellow speech-language pathologists on how to evaluate clinical fellows and speech-language pathologists who are new to the system to determine whether their performance is at an acceptable level.	

Examples of artifacts that may be used to support performance ratings:

- ☐ IEPs
- ☐ Plan of Care
- ☐ Relevant Data
- ☐ Service on Committees
- ☐ Records of Meeting Attendance
- ☐ Membership in Professional Organizations
- ☐ Formal and Informal Mentoring
- ☐ Schedule
- ☐ Communications with parents and the community
- ☐ Documentation of Presentations

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students.

- a. Speech-Language Pathologists provide consultation to parents, Speech-language pathologists and other appropriate school personnel.** Speech-Language Pathologists consult with parents and Speech-language pathologists relative to identified and non-identified students. They also consult with other school and community professionals to improve services to identified and non-identified students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the roles of support specialists with respect to helping meet the special needs of students.	<p>... and</p> <input type="checkbox"/> Communicates with school personnel to determine student needs and how to address them.	<p>... and</p> <input type="checkbox"/> Consults and collaborates with community professionals and the identified students' families to address concerns.	<p>... and</p> <input type="checkbox"/> Facilitates training for school system staff, parents, and community with information regarding special education programs' parameters and criteria.	
	<input type="checkbox"/> Consults with parents and Speech-language pathologists relative to identified and non-identified students.	<input type="checkbox"/> Meets with appropriate educational personnel to assess student knowledge and skills in order to adjust instructional practices.		
		<input type="checkbox"/> Problem solves barriers to communication between families, community, and school.		

b. Speech-Language Pathologists adjust intervention strategies based upon student performance.

Speech-Language Pathologists use systematic procedures for review of student progress and modify activities as appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Identifies: <input type="checkbox"/> The unique learning needs of students. <input type="checkbox"/> Intervention strategies based on student performance.	... and <input type="checkbox"/> Uses systematic procedures for review of student progress <input type="checkbox"/> Identifies appropriate developmental levels of students and differentiates instruction. <input type="checkbox"/> Adjusts intervention strategies based on student performance	... and <input type="checkbox"/> Helps colleagues adapt and differentiate instruction for students.	... and <input type="checkbox"/> Develops a detailed analysis to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	

c. Speech-Language Pathologists promote effective interpersonal relations with students.

Speech-Language Pathologists use language appropriate for the listener. They maintain confidentiality of information, respect cultural differences and encourage others to understand and respect individuals with disabilities.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Uses language appropriate for the listener. <input type="checkbox"/> Maintains confidentiality of information received	... and <input type="checkbox"/> Promotes understanding of cultural differences and respect for students with disabilities. <input type="checkbox"/> Models trust and understanding throughout the school community. <input type="checkbox"/> Uses a variety of methods, technology, and materials to communicate with students. <input type="checkbox"/> Explains the influence of cultural differences (e.g., race, ethnicity, gender, religion, and socioeconomic) on students' development and attitudes.	... and <input type="checkbox"/> Creates and uses a variety of methods, materials and technology to communicate with students. <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for students. <input type="checkbox"/> Creates situations and discussions in understanding and respect for those with cultural (e.g., race, ethnicity, gender, religion, and socioeconomic) differences and disabilities.	... and <input type="checkbox"/> Influences the development of district-wide policies to require respect and understanding of students with disabilities and cultural (e.g., race, ethnicity, gender, religion, and socio-economics) differences.	

Examples of artifacts that may be used to support performance ratings:

- ☐ Communication with Parents and the Community
- ☐ IEP Meeting Attendance and/or Minutes
- ☐ Documentation of Referral Data and Use of IEPs
- ☐ Professional Development on Cultural Attitudes
- ☐ Use of Culturally Sensitive Materials
- ☐ Cooperation with ESL Speech-language pathologists and Other Support Personnel
- ☐ Relevant data

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 3: School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development.

- a. Speech-Language Pathologists collaborate/consult with classroom Speech-language pathologists in the management of speech-language disorders.** Speech-Language Pathologists regularly consult and collaborate with Speech-language pathologists to manage speech and language disorders as they are manifest in the classroom performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Explains the role of consultation and collaboration in the school community.	... and <input type="checkbox"/> Assists Speech-language pathologists in incorporating speech and language goals and accommodations at the classroom level.	... and <input type="checkbox"/> Creates and distributes information to aid Speech-language pathologists in incorporating speech and language goals and accommodations at the classroom level.	... and <input type="checkbox"/> Provides in-services/workshops at the district level to aid Speech-language pathologists in incorporating speech and language goals and accommodations at the classroom level.	

b. School Speech-Language Pathologists coordinate speech-language services with student services provided by other school personnel. School Speech-Language Pathologists collaborate with other school personnel including Speech-language pathologists, psychologists and administrators to best meet the needs of all students. They collaborate with other service delivery providers to implement individualized education programs.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Available to parents, Speech-language pathologists, and other service providers to discuss student progress. <input type="checkbox"/> Periodically checks in with Speech-language pathologists to determine how best to collaborate.	<p>... and</p> <input type="checkbox"/> Collaborates with school personnel, to best meet the needs of all students. <input type="checkbox"/> Meets with related school personnel to coordinate specific objectives for individualized educational programs.	<p>... and</p> <input type="checkbox"/> Facilitates collaborative meetings with school personnel, to best meet the needs of all students.	<p>... and</p> <input type="checkbox"/> Collaborates with Speech-language pathologists from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. <input type="checkbox"/> Meets with related school personnel to coordinate objectives for identified and non-identified students.	

d. Speech-Language Pathologists consult/communicate with non-school agencies to enhance services.

Speech-Language Pathologists request specific information on individuals enrolled in services from a variety of outside agencies as appropriate with a signed release of information. They gather general information about services offered in non-school agencies and coordinate students' therapeutic service with those in non-school agencies by phone, written communication and/or formal meetings.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Refers students for services provided by non-school agencies, local education agencies and/or state programs. <input type="checkbox"/> Shares information about services offered by non-school agencies with other school personnel.	. . . and <input type="checkbox"/> Provides information about non-school agencies to school personnel, parents, and community members.	. . . and <input type="checkbox"/> Communicates with all school and non-school service providers regarding students' therapeutic services.	. . . and <input type="checkbox"/> Provides staff development on how to communicate with non-school service providers and agencies to enhance services.	

e. Speech-Language Pathologists make recommendations and referrals for audiological/ medical and related services. Speech-Language Pathologists determine the need for referrals and collaborate and consult with audiologists regarding hearing services. They perform hearing screenings under the direction of an audiologist in a timely manner and collaborate with other allied health professionals regarding hearing issues as appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Explains process for hearing screening and referrals to audiologists and allied health professionals.	<div>... and</div> <input type="checkbox"/> Determines the need for referrals for audiological/ medical and related services.	<div>... and</div> <input type="checkbox"/> Collaborates and consults with audiologists and allied health professionals regarding audiological/ medical and related services.	<div>... and</div> <input type="checkbox"/> Provides staff development opportunities related to the referral process for audiological/ medical and related services	

f. School Speech-Language Pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Keeps an updated schedule of each student's therapy sessions. <input type="checkbox"/> Provides copy of schedule to relevant school personnel.	<p>... and</p> <input type="checkbox"/> Applies a systematic workload model to facilitate the organization of the speech-language program within the school. <input type="checkbox"/> Schedules interventions using a variety of service delivery models to meet student needs in the least restrictive environment. <input type="checkbox"/> Follows schedules for assigned schools and informs appropriate personnel of departures from schedule.	<p>... and</p> <input type="checkbox"/> Analyzes and monitors systematic workload model to improve the organization of the district speech and language program.	<p>... and</p> <input type="checkbox"/> Provides training on systematic workload model and its implementation.	

Examples of artifacts that may be used to support performance ratings:

- ☐ Relevant Data
- ☐ Master schedule of work with all schools to which assigned
- ☐ Referral logs
- ☐ Logs of conversations with audiologists and other professional service providers
- ☐ List of school and non-school service providers and the types of services offered
- ☐ Documentation of communication and collaboration with school and non-school staff
- ☐ Copies of materials created for district wide distribution
- ☐ Documentation of in-service workshops provided and attended

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 4: School speech-language pathologists promote learning for all students.

- a. School Speech-Language Pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.** School Speech-Language Pathologists serve on student intervention teams as appropriate, work with other professionals to carry out screenings, and use applicable instruments and procedures. School Speech-Language Pathologists observe students in educational settings, select and administer suitable standard and non-standard instruments using acceptable procedures. School Speech-Language Pathologists obtain pertinent case history and additional forms of data from parents and professionals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Is aware of requirements for screenings and evaluations. <input type="checkbox"/> Serves on student intervention team/ IEP teams as appropriate. <input type="checkbox"/> Administers formal and informal assessments. <input type="checkbox"/> Is aware of standardized and non-standardized evaluation instruments to administer for screening and evaluation.	<p>... and</p> <input type="checkbox"/> Uses appropriate screening instruments and other evaluation tools based on individual student needs. <input type="checkbox"/> Observes students in varied educational environments. <input type="checkbox"/> Obtains data from other professionals, parents, available records.	<p>... and</p> <input type="checkbox"/> Mentors/educates colleagues on strengths and weaknesses of various assessment tools.	<p>... and</p> <input type="checkbox"/> Participates in development and/or revision of appropriate Speech-language pathologist/parent checklists and other assessment tools.	

b. School Speech-Language Pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.

School Speech-Language Pathologists integrate data from a variety of assessment techniques and sources to determine the extent that an impairment negatively impacts a student's access to the general curriculum. They prepare and explain data for presentation to IEP Teams and prepare an evaluation summary.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Prepares evaluation summaries highlighting functional strengths and areas in need of improvement.	<p>... and</p> <input type="checkbox"/> Develops appropriate individualized education programs based on:	<p>... and</p> <input type="checkbox"/> Consults with Speech-language pathologists and other personnel to help them understand and address how language disorders differ for bilingual and culturally diverse students.	<p>... and</p> <input type="checkbox"/> Participates in the creation of a database of classroom recommendations based on student needs.	
	<input type="checkbox"/> Students' strengths and needs.	<input type="checkbox"/> Helps students understand the need for and benefits of speech and language therapy.		
	<input type="checkbox"/> Data from a variety of assessment techniques and sources.	<p>Actively participates in IEP Teams by:</p> <input type="checkbox"/> Preparing individualized education program assessment reports.		
		<input type="checkbox"/> Presenting and explaining evaluation standard and non-standard data to IEP team members		
		<input type="checkbox"/> Determining the effect of the student's impairment on their ability to access the general curriculum.		

c. School Speech-Language Pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including the Extended Content Standards, in management of communicative disorders. School Speech-Language Pathologists have knowledge of the North Carolina Standard Course of Study and how communication disorders affect students’ progress toward acquisition of those goals. This includes the Extended Content Standards, which are designed to provide general curriculum access for students with the most significant cognitive disabilities.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Demonstrates knowledge of the North Carolina Standard Course of Study	<div>... and</div> <div><input type="checkbox"/> Explains how communication disorders affect progress in the North Carolina Standard Course of Study</div> <div><input type="checkbox"/> Sets therapy goals based on the North Carolina Standard Course of Study.</div>	<div>... and</div> <div><input type="checkbox"/> Collaborates with classroom Speech-language pathologists on the impact of communication disorders on student progress toward the goals and objectives in the North Carolina Standard Course of Study</div>	<div>... and</div> <div><input type="checkbox"/> Provides staff development on the impact of communication disorders on student progress toward the goals and objectives in the North Carolina Standard Course of Study.</div>	

d. School Speech-Language Pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.

School Speech-Language Pathologists carefully consider least restrictive environment in planning service delivery models that meet the needs of students. They plan interventions that are based on evidence gained through research. They modify therapeutic instruction from data gathered during therapy and provide activities that are appropriate for the student's age, grade, and cognitive level as well as interests and aptitudes.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Uses evidence based approaches to intervention. <input type="checkbox"/> Understands that therapy materials and activities must be appropriate for students' age, grade, cognitive level, interests, and aptitudes.	<p>... and</p> <input type="checkbox"/> Implements the service delivery model most appropriate to the students' communication challenges and needs. <input type="checkbox"/> Modifies therapeutic instruction based on data gathered during therapy. <input type="checkbox"/> Selects/implements evidence-based practices which support student goals and objectives.	<p>... and</p> <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve therapy and uses such approaches as applicable. <input type="checkbox"/> Promotes generalization of therapeutic intervention by providing materials and strategies to enhance therapy.	<p>... and</p> <input type="checkbox"/> Provides training regarding evidence-based interventions and/or techniques for modifying instruction appropriate to students' age, grade, cognitive level, interests, and aptitudes.	

e. School Speech-Language Pathologists use evidence-based methods and techniques appropriate to stated objectives.

School Speech-Language Pathologists design, select or modify curricula using a variety of equipment, materials, devices and/or aids. They systematically implement evidence based interventions to foster communicative competence and provide feedback and reinforcement to students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Demonstrates awareness of the variety of methods to meet the needs of students. <input type="checkbox"/> Uses a variety of equipment, materials, devices and/or aids. <input type="checkbox"/> Expresses thoughts and ideas clearly and effectively. <input type="checkbox"/> Provides feedback and reinforcement to students.	<p>... and</p> <input type="checkbox"/> Designs, selects and/or modifies special curricula/therapy content. <input type="checkbox"/> Uses systematic and evidence-based intervention strategies to foster communicative competence. <input type="checkbox"/> Uses and maintains facilities, materials and equipment including assistive technology in an optimal manner. <input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. When appropriate, teaches students strategies needed to: <ul style="list-style-type: none"> <input type="checkbox"/> Exercise and communicate sound reasoning. <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Think creatively and critically. <input type="checkbox"/> Synthesize knowledge. <input type="checkbox"/> Frame, analyze and solve problems. <input type="checkbox"/> Understand connections. 	<p>... and</p> <input type="checkbox"/> Uses a variety of research based approaches to improve teaching and learning. <input type="checkbox"/> Incorporates emerging research and new and innovative materials and technologies into lesson plans and instructional strategies.	<p>... and</p> <input type="checkbox"/> Participates in research studies to improve the effectiveness of therapy delivery models.	

Examples of artifacts that may be used to support performance ratings:

- ☐ Therapy plans
- ☐ Documentation of participation in research studies
- ☐ Documentation of training and in-service programs attended and presented
- ☐ Examples of materials used with students

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 5: School speech-language pathologists reflect on their practice.

- a. School Speech-Language Pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.** School Speech-Language Pathologists participate in meetings, symposia and workshops that directly relate to the profession. They review literature and make use of current information during diagnostic and therapy activities. They apply knowledge gained from continuing education activities and explore and disseminate information about new or improved methods for serving students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the importance of professional development. <input type="checkbox"/> Has knowledge of opportunities and the need for professional growth. <input type="checkbox"/> Attends professional learning community meetings.	<p>... and</p> <input type="checkbox"/> Participates in professional development directly related to the speech-language-hearing profession as they relate to students' needs. <input type="checkbox"/> Reviews speech, language and hearing literature and makes use of new information during therapy and instructional procedures. <input type="checkbox"/> Participates in professional development aligned with professional goals.	<p>... and</p> <input type="checkbox"/> Applies knowledge gained from continuing education activities. <input type="checkbox"/> Explores and disseminates information about new and/or improved methods for serving students.	<p>... and</p> <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Participates in presentation of professional development about new and/or improved methods for serving students.	

b. School Speech-Language Pathologists analyze the impact of comprehensive speech-language services on student learning.

School Speech-Language Pathologists think critically about the impact of comprehensive speech-language services on student success. School Speech-Language Pathologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school Speech-Language Pathologists adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Articulates the importance of thinking critically about the impact of comprehensive speech-language services on student success.	<p>... and</p> <input type="checkbox"/> Collects and analyzes student data to plan and evaluate the effectiveness of service delivery based on current and relevant research findings and data.	<p>... and</p> <input type="checkbox"/> Consistently collects and analyzes student data to plan and evaluate the effectiveness of service delivery based on current and relevant research findings and data.	<p>... and</p> <input type="checkbox"/> Advocates for district policies and practices to comprehensively meet the needs of students, families, and the community.	
	<input type="checkbox"/> Adapts practices to best meet the needs of students, schools, families, and communities.	<input type="checkbox"/> Consistently adapts practices to meet the needs of students, schools, families, and communities.	<p>Trains others to:</p> <input type="checkbox"/> Evaluate service delivery based on current and relevant research findings.	
			<input type="checkbox"/> Adapt practices to best meet the needs of students, schools, families and communities.	

Examples of artifacts that may be used to support performance ratings:

- ☐ Relevant data
- ☐ Use of student data to customize therapy sessions
- ☐ Use of data to evaluate effectiveness of service delivery
- ☐ Notes from advocacy sessions
- ☐ Professional learning community minutes

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished.")

Comments of Person Being Evaluated (Optional):

Rubric Signature Page

Speech-Language Pathologist Signature

Date

Principal/Evaluator Signature

Date

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

Note: The speech-language pathologist’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the speech-language pathologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Speech-Language Pathologist Evaluation Process.



Speech-Language Pathologist Summary Rating Form (Required)

This form is to be jointly reviewed by the speech-language pathologist and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year. Principals are required to complete this form for Initially Licensed Speech-Language Pathologists. The principal's designee may complete it for Probationary Speech-Language Pathologists who are not Initially Licensed Speech-Language Pathologists and for Career Speech-Language Pathologists.

Name

School

School Year

Evaluator

District

Date Completed

Evaluator's Title

STANDARD 1: School speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Speech-language pathologists work cooperatively with school personnel to accomplish goals and objectives of the local education agency					
b. School speech-language pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs.					
c. School speech-language pathologists maintain records of the speech-language program and prepare periodic reports as required.					
d. School speech-language pathologists adhere to established rules, regulations, laws, and appropriate ethical standards,					
e. School speech-language pathologists supervise graduate interns, paraprofessionals, volunteers, and other professionals (as appropriate).					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating: <ul style="list-style-type: none"><input type="checkbox"/> IEPs<input type="checkbox"/> Plan of Care<input type="checkbox"/> Relevant Data<input type="checkbox"/> Service on Committees<input type="checkbox"/> Records of Meeting Attendance<input type="checkbox"/> Membership in Professional Organizations<input type="checkbox"/> Formal and Informal Mentoring<input type="checkbox"/> Schedule<input type="checkbox"/> Communications with parents and the community<input type="checkbox"/> Documentation of Presentations
Recommended actions for improvement:	
Resources needed to complete these actions:	

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists provide consultation to parents, teachers, and other appropriate school personnel.					
b. School speech-language pathologists adjust intervention strategies based upon student performance.					
c. School speech-language pathologists promote effective interpersonal relations with students.					
Overall Rating for Standard 2					

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication with Parents and the Community <input type="checkbox"/> IEP Meeting Attendance and/or Minutes <input type="checkbox"/> Documentation of Referral Data and Use of IEPs <input type="checkbox"/> Professional Development on Cultural Attitudes <input type="checkbox"/> Use of Culturally Sensitive Materials <input type="checkbox"/> Cooperation with ESL Speech-language pathologists and Other Support Personnel <input type="checkbox"/> Relevant data
<p>Recommended actions for improvement:</p>	
<p>Resources needed to complete these actions:</p>	

Standard 3: School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists collaborate/consult with classroom teachers in the management of speech-language disorders.					
b. School speech-language pathologists coordinate speech-language services with student services provided by other school personnel.					
c. School speech-language pathologists seek assistance of teachers, parents, and others to meet the communication needs of students.					
d. School speech-language pathologists consult/communicate with non-school agencies to enhance services.					
e. School speech-language pathologists make recommendations and referrals for audiological/medical and related services.					
f. School speech-language pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.					
Overall Rating for Standard 3					

Comments:	Evidence or documentation to support rating: <ul style="list-style-type: none"> <input type="checkbox"/> Relevant Data <input type="checkbox"/> Master schedule of work with all schools to which assigned <input type="checkbox"/> Referral logs <input type="checkbox"/> Logs of conversations with audiologists and other professional service providers <input type="checkbox"/> List of school and non-school service providers and the types of services offered <input type="checkbox"/> Documentation of communication and collaboration with school and non-school staff <input type="checkbox"/> Copies of materials created for district wide distribution <input type="checkbox"/> Documentation of in-service workshops provided and attended
Recommended actions for improvement:	
Resources needed to complete these actions:	

STANDARD 4: School speech-language pathologists promote learning for all students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.					
b. School speech-language pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.					
c. School speech-language pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including Extended Content Standards, in management of communicative disorders.					
d. School speech-language pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.					
e. School speech-language pathologists use evidence-based methods and techniques appropriate to stated objectives.					
Overall Rating for Standard 4					

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant data <input type="checkbox"/> Therapy plans <input type="checkbox"/> Documentation of participation in research studies <input type="checkbox"/> Documentation of training and in-service programs attended and presented <input type="checkbox"/> Examples of materials used with students
<p>Recommended actions for improvement:</p>	
<p>Resources needed to complete these actions:</p>	

STANDARD 5: School speech-language pathologists reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.					
b. School speech-language pathologists analyze the impact of comprehensive speech-language services on student learning.					
Overall Rating for Standard 5					

Comments: 	Evidence or documentation to support rating: <input type="checkbox"/> Relevant data <input type="checkbox"/> Use of student data to customize therapy sessions <input type="checkbox"/> Use of data to evaluate effectiveness of service delivery <input type="checkbox"/> Notes from advocacy sessions <input type="checkbox"/> Professional learning community minutes
Recommended actions for improvement: 	
Resources needed to complete these actions: 	

 Speech-Language Pathologist Signature

 Date

 Principal/Evaluator Signature

 Date

Note: The speech-language pathologist's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the speech-language pathologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Speech-Language Pathologists Evaluation Process.

Summary Rating Sheet

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name	Date
School	District
Evaluator	Title

STANDARD 1: School speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Speech-language pathologists work cooperatively with school personnel to accomplish goals and objectives of the local education agency					
b. School speech-language pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs.					
c. School speech-language pathologists maintain records of the speech-language program and prepare periodic reports as required.					
d. School speech-language pathologists adhere to established rules, regulations, laws and appropriate ethical standards,					
e. School speech-language pathologists supervise graduate interns, paraprofessionals, volunteers, and other professionals (as appropriate).					
Overall Rating for Standard 1					

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists provide consultation to parents, teachers, and other appropriate school personnel.					
b. School speech-language pathologists adjust intervention strategies based upon student performance.					
c. School speech-language pathologists promote effective interpersonal relations with students.					
Overall Rating for Standard 2					

STANDARD 3: School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists collaborate/consult with classroom teachers in the management of speech-language disorders.					
b. School speech-language pathologists coordinate speech-language services with student services provided by other school personnel.					
c. School speech-language pathologists seek assistance of teachers, parents, and others to meet the communication needs of students.					
d. School speech-language pathologists consult/communicate with non-school agencies to enhance services.					
e. School speech-language pathologists make recommendations and referrals for audiological/medical and related services.					
f. School speech-language pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.					
Overall Rating for Standard 3					

STANDARD 4: School speech-language pathologists promote learning for all students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.					
b. School speech-language pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.					
c. School speech-language pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including Extended Content Standards, in management of communicative disorders.					
d. School speech-language pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.					
e. School speech-language pathologists use evidence-based methods and techniques appropriate to stated objectives.					
Overall Rating for Standard 4					

STANDARD 5: School speech-language pathologists reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.					
b. School speech-language pathologists analyze the impact of comprehensive speech-language services on student learning.					
Overall Rating for Standard 5					

Professional Growth Plan (Required)

School Year

Name

Position/Subject Area

School

Title

A. NC Professional Speech-Language Pathology Standards

<ol style="list-style-type: none"> 1. Demonstrates leadership, advocacy, collaboration and ethical practices. 2. Promotes a respectful environment for a diverse population of students. 3. Understands and facilitates the implementation of a comprehensive approach to speech-language development. 4. Promotes learning for all students. 5. Reflects on his/her practice. 	Standard(s) to be addressed:
	Elements to be addressed:

B. Speech-Language Pathologist's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Speech-Language Pathologist's Signature

Date

Administrator's Signature

Date

Professional Growth Plan – Mid-Year Review

To be completed by (date)

Speech-Language Pathologist

Academic Year

C. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

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Speech-Pathologist's Comments:	Administrator's Comments:

Speech-Language Pathologist's Signature

Date

Administrator's Signature

Date

Professional Growth Plan – End-of-Year Review

To be completed by (date)

Speech-Language Pathologist

Academic Year

D. Evidence of Progress Toward Specific Standards of Elements to be addressed/Enhanced

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Goal 1 was successfully completed. ☐ Yes ☐ No

Goal 2 was successfully completed. ☐ Yes ☐ No

Speech-Language Pathologist's Comments:

Administrator's Comments:

Speech-Language Pathologist's Signature

Date

Administrator's Signature

Date

Record of Speech-Language Pathologist Evaluation Activities

Name	ID#
School	SchoolYear
Position/Assignment	
Evaluator	Title

Speech-Language Pathologist Background: (Briefly describe the speech-pathologist’s educational background, years of experience, assignment, and any other factors that may impact the evaluation)

The North Carolina Speech-Language Pathologist Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Speech-Language Pathologist Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation			
Post-Observation Conference			
Summary Evaluation Conference			
Professional Growth Plan Completed			





**Research &
Evaluation**
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